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ABSTRACT

The material presented within this revised and updated annotated bibliography will be useful to educators who wish to become familiar with the career education concept and to integrate it into the existing curricula. Listings are grouped under three main headings; Models and Guidelines, Postsecondary Level, and Background References. Annotations have been taken from a search of ERIC files through December, 1972. (Annotated bibliographies for secondary educators and administrators also are available as part of this series). (EA)

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Career Education Annotated Bibliography

For Postsecondary Education

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Annotated Bibliography On Career Education

For Postsecondary Educators

Compiled by:

Ms. Dee Wilder, Information Specialist
Ms. Rella Hines, Research Assistant
Ms. Susan Sutton, Graduate Assistant

Tennessee Research Coordinating Unit for Vocational Education
State Department of Education
Division of Vocational-Technical Education
and
College of Education
The University of Tennessee

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INTRODUCTION

The material presented within this annotated bibliography represents an effort to revise and update a preliminary edition which was printed in July, 1972. The preliminary edition of the bibliography was distributed to participants in a career education workshop at Halls High School, sponsored by the Tennessee Appalachia Educational Cooperative, in the summer of 1972. These individuals responded to a questionnaire concerning content and format and a summary of their recommendations served as guidelines for this revision. Briefly, the following items were favored by most of the respondents: (1) color-coded sections; (2) loose-leaf form; (3) junior high documents presented apart from secondary level documents; and (4) inclusion of additional references without annotations.

This bibliography, designed especially for use by postsecondary educators, contains the following sections as deemed appropriate by the authors:

Models and Guidelines

Postsecondary Level

Background References

Annotated bibliographies for secondary educators and administrators are also available as part of this series and may be obtained on loan from the RCU library.

The annotations have been taken from a search of the ERIC (Educational Resource Information Center) files through December of 1972. The following indexes were searched:

Research in Education (RIE)

Current Index to Journals in Education (CIJE)

Abstracts of Instructional Materials in Vocational-Technical Education (AIM)

Abstracts of Research and Related Materials in Vocational-Technical Education (ARM)

Those documents which are identified by an "ED" or "VT" number are available through the ERIC system and may be obtainable on microfiche (a 4" x 6" sheet of film containing up to 98 pages of printed material in reduced form) for ten cents per individual sheet from the RCU library. In the event that a microfiche reader or reader-printer, required to enlarge the microfiche for reading, is not readily available, the RCU can provide approximate cost and ordering information for obtaining documents in hard copy form.

Those documents which are identified by an "EJ" number have been taken from Current Index to Journals in Education and are not available from the RCU. Most of these journal articles, however, are available at college and university libraries throughout the State.

It is hoped that this bibliography will be useful to educators who are interested in becoming familiar with the career education concept and in attempting to integrate it into the existing school curricula.

MODELS AND GUIDELINES

Arizona State Advisory Board for Vocational Education. Career Education in Arizona. The 3R's Plus Career Education. Phoenix: Arizona State Dept. of Education. (ED 063 470)

Three goals of career education, as stated by the state advisory council, are to help students: (1) learn to live, (2) learn to learn, and (3) learn to make a living. The program is available for students from kindergarten through university levels, and includes an awareness to the world of work, broad orientation to occupations, indepth exploration of selected career clusters, and career preparation for all students. This document briefly describes career education in Arizona, particularly the 13 pilot programs funded by a $1.9 million allocation beginning in July of 1971.

Bailey, Larry J., Ed. Facilitating Career Development: An Annotated Bibliography. Final Report. Springfield: Illinois State Board of Vocational Education and Rehabilitation; Carbondale: Vocational and Technical Education Division, Southern Illinois University, 1970. (ED 042 217)

This annotated bibliography presents abstracts of publications which focus on finding new directions for implementing career practices within the classroom. It is limited to programs, practices, and techniques which are operational or have demonstrated potential for enhancing the process of career development.

Banathy, Bela H. and Robert M. Peterson. Employer Based Career Education (EBCE). Berkeley, California: Far West Lab for Educational Research and Development, 1972. (ED 065 664)

The Far West Laboratory for Educational Research and Development is designing the employer based career education model. The model is now at the advanced design phase and is soon to be pilot tested.

Bingham, William C. "The Career Model: Singular or Plural?" Counseling Psychologist. Vol. 1, No. 1, 1969, pp. 32-34. (EJ 009 172)

Bottoms, Gene. Career Development Education K Through Postsecondary and Adult Education. Atlanta: Georgia State Dept. of Education, Division of Vocational Education. (ED 062 580)

This paper is based on the premises that comprehensive career development programs for kindergarten through postsecondary and adult education must be developed in order to meet individual and societal needs, and that for many youth, career development experiences represent a core around which other school experiences might be organized and made meaningful.

Brown, Duane, et. al. A Career Development Guide for West Virginia Teachers. Morgantown: West Virginia University, Dept. of Counseling and Guidance. (ED 065 722)

This guide was designed for teachers to use in incorporating career development into their curriculum. General objectives and implementation techniques are presented as are suggested activities and resources for grades K-12. An extensive list of materials and sources of information about career development and suggestions for establishing a placement service are appended.

Bush, Donald O., et. al. The World of Working and Learning. Greeley, Colorado: Rocky Mountain Educational Lab., Inc., 1969. (ED 034 981)

This position paper presents guidelines for an approach to career planning which integrates educational experiences with the world of work and job requirements, based on models developed in 1968 for the purpose of planning the "image of the world of work" program. It provides the rationale and the application of the models for general work-production and presents a guide for planning, work process, and evaluation.

California State Department of Education. Model Cities Survey; A Comprehensive Program of Occupational Exploration and Vocational Education, A Conceptual Plan. Sacramento: California State Dept. of Education, Instructional Materials Lab, 1968. (ED 042 000)

Funds made available through the federal model cities program allowed Denver to develop a conceptual plan for occupational exploration and education. Major recommendations of the study include: (1) provisions for innovation, development, and change should be incorporated as part of the operational philosophy of the public schools, (2) community groups should be involved in providing direction in the public schools, (3) continuing evaluation of school programs is most important, (4) each high school should be as comprehensive as the student population may justify, and (5) the program of guidance services should include vocational guidance.

Call, John R. Diversified Satellite Occupations Program. Interim Report. Salt Lake City, Utah: Granite School District, 1971. (ED 060 196)

This interim report, covering the period of September 1970 to June 1971, describes a program conducted for elementary, junior high, and senior high grades.

Case Western Reserve University. A Working Curriculum Paper on Technology and the World of Work and Careers. Cleveland: Case Western Reserve University, Ohio Dept. of Education, 1970. (ED 052 359)

This paper is concerned with technology as an area of study in education and how children might learn about technology. The curriculum strategy is intended to help the student gain the skills needed to enable him to earn his way in society, to understand his part in the work force, to understand how technology affects his life, to try out tentative career directions, and to find out about his skills, abilities, interests, beliefs, and values as they apply to technology, the "world of work," and "self."

Cincinnati University, Ohio; Kent State University, Ohio; Toledo University, Ohio. Ohio's Career Continuum Program. Career Exploration Program, Grades 9-10 for the Individual, School and Community, and Career Choices. A Workshop Report. 1971. (ED 065 729)

This curriculum guide for a student centered career education curriculum providing "hands-on" experiences describes a theoretical framework for career exploration, focusing on ten occupational clusters and six personal developmental areas. Developmental and behavioral objectives are correlated with student activities (grades 9 and 10) while program objectives and methods of program implementation are detailed.

Crews, Alton C. "Career-Oriented Curriculum; Cobb County Model." American Vocational Journal. Vol. 44, No. 9, 1969, p. 17. (EJ 011 919)
The curriculum for kindergarten through college and continuing education must serve all: "The college-bound students, the soon-to-be-married student, and the student heading for the labor market upon high school graduation.

Crum, Dwight R., et. al. Vocational Education for the 1970's: Conference Discussion Paper. Office of Education (DHEW), Washington, D.C.: Division of Vocational and Technical Education, 1971. (ED 053 301)
A framework for career education system must be provided that will introduce the world of careers, provide exploration, guidance, and counseling, provide specific skills, provide pre-technical and more technical education, and upgrade and retrain throughout adulthood. Objectives of vocational career development and the goals of vocational education are identified.

Darcy, Robert L., et. al. Workshop in Developing Guidelines for Planning Career Development Programs K-12 in Ohio. Columbus: Ohio State Dept. of Education, 1971. (ED 052 477)
This document consists of six papers which take a systematic look at the range of current career guidance methods, gives a model for implementing career development programs, considers obstacles to change the implementation of change compromise, describes the Developmental Career Guidance Project, presents integrated models for using resources in a career development program, and gives an introduction to the economics component of the proposed Ohio Career Development Program.

Daws, Peter P. A Good Start in Life. England: Leeds University, Vocational Guidance Research Unit, Dept. of Psychology, 1966. (VT 008 604)
An outline model of an ideal system of provision toward which to work, and a framework within which to define the priorities of vocational guidance research are the objectives of this paper.

Devore, Paul W. "Preparing People for the World of Work." Journal of Industrial Arts Education. Vol. 29, No. 50, March-April 1970, pp. 22-28. (EJ 019 888)
Topics discussed are: (1) man and work, (2) social-cultural issues, (3) vocational maturity, (4) social environment, (5) function and responsibility, (6) adaptability to change, (7) a time for assessment, (8) preparing for work, (9) role commitment, (10) the need for change, and (11) redirecting the tasks.

District of Columbia Board of Education. A Plan for Career Development in the Public Schools of the District of Columbia. Task Force Report on Vocational Education. Washington: District of Columbia Board of Education, 1969. (VT 011 364)
To design a plan for implementing recommendations for vocationally oriented programs at all education levels and specialized vocational training directed toward specific career objectives, an 18-member task force reviewed recommendations from several studies, conferred with vocational education specialists and school administrators, and conducted a public opinion survey among students, teachers, and the community.

Eaddy, K. M. An Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in Separate Education Centers. Final Report. Tallahassee: Florida Vocational Programs Research Coordinating Units, 1971. (VT 014 688, ED 060 193)

This project was designed to implement an exemplary model for a total approach to non-graded vocational programs in four separate centers in Florida. Specific objectives were to: (1) improve student attitudes toward the environment, (2) improve academic achievement of students, (3) develop students' occupational skills, and (4) improve the methods, techniques, skills and attitudes of teachers.

Education Commission of the States. National Assessment of Educational Progress. Objectives for Career and Occupational Development. Denver, Colorado: Education Commission of the States, 1971. (ED 059 119)

Two organizations experienced in test construction, the American Institutes for Research (AIR) and Science Research Associates (SRA) assumed, under contract, the responsibility for formulating statements of career and occupational development (COD) objectives acceptable to scholars, educators, and lay citizens. Five major objectives are followed by sub-objectives and further defined in terms of those objectives which should be attained by age 9, age 13, age 17, and (young) adult. The objectives will serve as the basis of exercises that will be administered at four age levels in 1972-73.

Ellis, Allan B. A Rudimentary Demonstration for the Information System for Vocational Decisions--Orientation, Guidance Scripts, Test of Occupational Knowledge, and a Script Writing Language. Information System for Vocational Decision, Project Report No. 11. Cambridge: Harvard University, Graduate School of Education, 1967. (ED 014 110)

A computerized information system for vocational decisions is described and demonstrated. Demonstration materials include an introduction to the system, six scripts, a test of occupational knowledge, and a script writing language. The six part occupational knowledge test deals with particular job classifications and the inquirer's occupational choice. The Minorca script-writing language is discussed and explained. Script copies are appended.

English, Joseph L. An Occupational Vocational Education Model for the State of Delaware. Interim Report (October 1, 1970 - September 30, 1971). Milford: Delaware State Board for Vocational Education, 1971. (ED 058 420)

The two main objectives of this project were: (1) to create a meaningful cooperative effort between the Kent County Vocational-Technical School District and the Milford School District for the purpose of expanding vocational education, and (2) to establish a system to serve as a model for future expansion of vocational education in Delaware. Procedures included defining the administrative continuity, formation of an advisory council, selection of the project staff, and organizing the project to coincide with existing administrative structure.

Florida State Dept. of Education. "Countdown to the 70's." Occupational Information for Upper Elementary and Middle Grades. Tallahassee: Florida State Dept. of Education, Division of Vocational, Technical, and Adult Education, 1971. (ED 059 364)

An innovation approach to teaching elementary and secondary students about the world of work developed under ESEA Title III funds in Atlanta using 39 television programs, this program will be useful to the teacher or curriculum writer. Each unit represents an occupational area, such as employment opportunities in hospitals, education, banking, or major industries such as petroleum, textiles, or newspapers. For each occupational area, specific jobs are defined according to activities, personal qualifications, and training. A glossary and recommended references are included.

Fuka, George J. A Graphic Analysis for the Development of a Master Plan Concept. Chicago: Great Cities Program for School Improvement; Research Council, 1966. (VT 002 379)

The purpose of the master plan concept for career development education is to serve as a nationwide guide which is systematically and cooperatively developed by a consortia of educational leaders. An organizational plan necessary to support the master plan concept in the three categories of developmental, functional, and operational is graphically illustrated.

Haines, Peter G. and David Hyslop. A Reference Bibliography for General Work Experience and Cooperative Occupational Plans of Instruction. East Lansing: Michigan State University, Dept. of Secondary Education and Curriculum. (ED 065 732)

This bibliography of reference materials on cooperative education and general work experience programs will prove useful to teachers, coordinators, and administrators in inservice courses and to graduate students who seek indepth information. The references include unpublished state bulletins, research reports, and items in the ERIC retrieval system, in addition to sources available through library collections of periodicals.

Hamilton, Jack A. and William J. Webster. Occupational Information as an Integral Strand in the PLAN Social Studies Curriculum. Washington, D.C.: American Educational Research Association, American Institutes for Research, 1970. (ED 038 666)

Through the economics strand in the social studies curriculum, PLAN provides students with a broad program of occupational education. The program consists of approximately 30 individualized learning units distributed across all levels of instruction. The primary level unit is the introduction to work, the intermediate covers practice in decision-making, the secondary level concentrates on exploration and making specific post high school plans.

Harvard University. Second Annual Report, June 1, 1967 - May 31, 1968. Cambridge: Harvard University Graduate School of Education. New England Education Data Systems, Cambridge, Massachusetts, Newton Public Schools, West Newton, Massachusetts, 1968. (ED 032 581)

The program of the information system for vocational decisions (ISVD) is so designed that the student can relate knowledge about himself to data about education, training, and work and thereby create a

body of information on which he can base his career decision. The entire program links person, computer, and teacher or counselor in such a way that the student can conduct a dialogue with the computer while the counselor assists in interpreting and evaluating the results of the dialogue.

Herr, Edwin L. Review and Synthesis of Foundations for Career Education. ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, Ohio, 1972. (VT 014 805)
This document is an identification, review, and synthesis of major antecedents to career education which are available in history, philosophy, and theory. This review intends to identify elements of conceptual support and trend lines leading to career education in an effort to clarify the underlying assumption and belief systems for potential program developers and decision-makers.

Hershenson, David B. "Techniques for Assisting Life-State Vocational Development." Personnel Guidance Journal. Vol. 47, No. 8, April 1969, pp. 776-780. (EJ 003 547)
The purpose of this workshop was to develop guidelines for planning career development programs for grades K-12. The following seven persons from various universities throughout the U.S. presented papers: Kenneth E. Hoeltzel, Kenneth B. Hoyt, Lorraine S. Hansen, George E. Leonard, Harry N. Drier, Juliet V. Miller, and Robert L. Darcy.

Holden, H. Dale. "Career Education, An Approach." Man/Society/Technology - A Journal of Industrial Arts Education. Vol. 31, No. 7, 1972, pp. 220-221. (EJ 059 497)

Holland, John L. and Douglas R. Whitney. "Career Development." Review of Educational Research. Vol. 39, No. 2, 1969, p. 227. (EJ 003 620)

Holstein, Herbert B. Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report. Hamlin, West Virginia: Lincoln County Schools, 1971. (ED 059 387)
Covering a year's activities, this interim report describes a comprehensive program of vocational education in a rural, economically depressed area. Specific features of the program include the introduction of: (1) career awareness in grades 1-6, (2) career orientation activities in grades 7-8, (3) career exploration in grades 9-10, (4) intensified occupational guidance, counseling, and job placement activities, and (5) intensified skill development activities for students terminating their formal education.

Holstein, Herbert B. Career Education; A Curriculum Model and Strategies for Implementation. Hamlin, West Virginia: Lincoln County Schools, 1971. (ED 059 365)
Described in this publication is a comprehensive career education program which begins in grade 1 and continues through grade 12. Specifically developed for a rural, economically depressed area, the program includes a structuring of basic subjects around the theme of career opportunities and requirements in the world of work.

Horyna, Larry L., et. al. Working, Learning, and Career Planning: A Cooperative Approach to Human Resource Development. Greeley, Colorado: Rocky Mountain Educational Lab., Inc., 1969. (ED 034 874)
This position paper presents a brief review of existing manpower programs and policies, proposed objectives and organizational structure of the CCP, a model for evaluation, and a selected bibliography.

Hugueley, James E. An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students. Interim Report. Memphis, Tennessee: Memphis City School System, Division of Vocational Education. (VT 014 388)
This document provides an assessment of the six phases of the project which include: (1) the job guidance and placement center, (2) the elementary program, (3) the career opportunities, and (4) the computer storage and retrieval program. An evaluation of various phases revealed that all components of the project are progressing toward stated objectives.

Hurt, Mary Lee. "Vocational Home Economics--Present and Future." Journal of Home Economics. Vol. 64, No. 5, 1972, pp. 26-31. (EJ 058 913)

Impellitteri, Joseph T. "A Computer-Assisted Career Exploration System." National Business Education Quarterly. December 1968. (EJ 000 379)

Key, James P. "What Do the Theorists Say About Occupational Choice?" Agricultural Education Magazine. Vol. 42, No. 11, May 1970, pp. 280-281. (EJ 018 468)
This article is based on Dr. Key's dissertation, "A Theoretical Framework for an Occupational Orientation Program," which was completed at North Carolina State University in 1969. Dr. Key is Assistant Professor of Agricultural Education at Oklahoma State University in Stillwater.

Korizek, William A. The Next Step--A Comprehensive Program in Occupational Preparation and Placement. Interim Report. Montana: Helena School District 1, 1971. (ED 060 187)
The purpose of the project was to find ways to bring about the implementation of more career education and occupational information in all levels of education. Specific objectives of this project include: (1) broadening occupational orientation at the elementary and secondary levels, (2) preventing dropouts, (3) developing opportunities for work experience, and (4) providing more vocational guidance services.

Lakeshore Technical Institute. K-12 Career Education Guide. Sheboygan, Wisconsin: Lakeshore Technical Institute. (ED 061 429)
This curriculum guide describes the 16 basic career concepts and 205 general objectives taken from the Wisconsin State Career Curriculum Model and evaluated by teachers and counselors at the first Lakeshore Technical Institute. Grouped first by grade level (K-3, 4-6, 7-9, and 10-12) and then by subject area (communications, math, social studies, and vocational education), both grade level and subject matter rationales are divided into separate conceptual patterns to be introduced, developed, and emphasized.

Marland, Sidney P., Jr. Career Education. Washington, D.C.: Office of Education (DHEW), Washington, D.C., 1971. (ED 056 203)

Career education combines vocational, general, and college-preparatory education into a curriculum designed to provide educational experiences that will prepare an individual for economic independence, personal fulfillment, and an appreciation for the dignity of work. Career education will be integrated in the early school years, beginning with kindergarten and progressing through grade 12. In the elementary years, the curriculum will relate reading, writing, and arithmetic to the ways adults earn a living, and during junior high school years, students will explore career opportunities in various occupational clusters. By senior high school, students will concentrate on one cluster, developing sufficient skill in a specific occupation to qualify for a job upon graduation from high school.

Marland, Sidney P., Jr. Career Education--More Than a Name. Washington, D.C.: Office of Education (DHEW), Washington, D.C., 1971. (ED 050 295)

The National Center for Educational Research and Development is concentrating on the development of three model career education programs. The first model would affect kindergarten through junior college by reshaping the curriculum to focus directly on the concept of career development. The second model would be created, developed, operated, and supported primarily by business in companionship with the schools. This program would concentrate on the 13 to 20 age group who have left school without needed competencies. The final model is a plan to use the home and community institutions to reach and teach persons with limited formal school and skills needed in successful employment. Such programs will give vocational education the national prestige that it needs.

Marland, Sidney P., Jr. Educating for the Real World. Washington, D.C.: Office of Education (DHEW), Washington, D.C., 1971. (ED 053 309)

The Office of Education is giving major emphasis to the design of a workable career education system that can be tested at a number of Federally financed pilot installations and, when satisfactorily developed, offered to the entire country.

Marland, Sidney P., Jr. A Time for Leadership in Education. Washington, D.C.: Office of Education (DHEW), Washington, D.C., 1972. (ED 059 176)

After a brief review of the position of women in educational administration, the Commissioner examines the role of leadership in encouraging change and improvement. Administrators have a particularly sensitive and demanding role as working partners with teachers and the community.

McCaleb, Omer. Project VIGOR; Vocational Cluster Education, Integrated and Articulated Grades 1 Through 14 with Guidance Services, Occupational Exploration and Work Experience Relevant to General Education. First Interim Report. Portland, Oregon: David Douglas Public Schools, July 15, 1971. (ED 058 418)

Project VIGOR staff held a teacher orientation workshop to introduce the career education concept as envisioned by Oregon's career education program, which is basically a program of vocational cluster courses for junior and senior high students.

McMinn, James H. The Career-Centered Curriculum for the Vocational Complexes in Mississippi. Interim Report. Jackson, Mississippi: Mississippi State Board for Vocational Education, July, 1971. (ED 059 395)

This project was designed to develop and demonstrate to teachers, administrators, and the public, a coordinated and integrated program of career development from grade 1 through postsecondary vocational-technical education, in order to give impetus to the development of career-centered curriculums for vocational complexes in Mississippi.

Minnesota State Dept. of Education. Developing and Operating a Vocational Center. St. Paul: Minnesota State Dept. of Education, Division of Vocational and Technical Education, May 17, 1971. (ED 058 421)

A vocational center is a joint effort among neighboring districts to provide comprehensive vocational education for K-12 students and adults in the community. Information on funding and costs, program and goals, and legislative action is included.

Morgan, Robert L., Ed., et. al. Synopses of Selected Career Education Programs: A National Overview of Career Education. Raleigh: North Carolina State University, Center for Occupational Education, April 1972. (ED 063 461)

This document is the result of a series of on-site visits made by the North Carolina center staff to projects in 30 states and a review of self-studies submitted by the projects. Basic information includes grade levels, program goals, general characteristics, and a contact person for further information.

Office of Education (DHEW). Abstracts of Exemplary Projects in Vocational Education. Washington, D.C.: Office of Education (DHEW), Division of Vocational and Technical Education, November 1971. (ED 060 189)

This document contains an abstract of each of 54 research-based vocational exemplary projects. The state, project title, director, applicant organization, estimated funds, duration, and a program description are included in each abstract.

Office of Education (DHEW). Career Education. Washington, D.C.: Office of Education (DHEW), 1971. (ED 059 396)

The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work.

Olson, LeVene A. Career Development Components in Vocational Education: A Diagrammatic Model K-12. Huntington, West Virginia: Marshall University, Dept. of Vocational-Technical Education. (ED 064 509)

Planned educational experiences that relate to occupations and that are provided by elementary and secondary teachers constitute the components of the career development education described in this document. These experiences include decision-making experiences, industrial visits, counseling, career games, simulations, and periodic career conferences. A bibliography categorized by service areas is included.

Pittsburgh Public Schools. Occupational-Vocational-Technical (OVT) Curriculum and Guidance, Employment Supervisors, Social Development. Evaluation Reports, 1966. Pittsburgh, Pennsylvania: Pittsburgh Public Schools, 1966. (VT 001 514)

Progress reports of three experimental programs in the Pittsburgh Public Schools are presented. Plans call for exposure of students to all job areas in grades 6, 7, and 8, a narrowing of focus in grades 9 and 10, and a choice of a specific job area in grades 11 and 12.

Pointer, Leah J., Ed. The World of Work. A Curriculum Guide for Grades One Through Twelve. New Orleans, Louisiana: Educational Systems Development Corp., Orleans Parish School Board. (ED 059 368)

Developed by a committee of principals, counselors, and teachers as part of the local world of work program, this curriculum guide is designed to aid in providing occupational information and career decision-making skills for grades K-12. Several questionnaires, data gathering methods, sample parent interview forms, an attitude survey, and self-rating evaluation charts are appended. Resource materials for all grade levels are listed.

Reinhart, Bruce. A Comprehensive Career Education Model: A Bridge Between School and Work. Clearwater, Florida: Southwide Research Coordinating Council, 1972. (ED 065 690)

The Center for Vocational and Technical Education at Ohio State University is working on a major modification of the current education system, concentrating on the way in which youth move from school to work. Known as the school-based Comprehensive Career Education Model (CCEM), the project involves the engineering, testing, and installation in six school districts of an innovative education system.

Rhyne, R. F., et. al. A Futures Perspective on Employer-Based Career Education, 1971-2000. Menlo Park, California: Stanford Research Institute, 1971. (ED 061 733)

Employer-based career education (EBCE) aims to familiarize students with a number of jobs and prepare them for those occupations by exposing them, first-hand, to various careers. How such a program would function and what success it would have depends on what the future of this country is like. Here six "scenarios" of the years up to 2000 are outlined. The way each scenario would affect EBCE's goals and assumptions is then discussed.

Rochow, Robert J. Pontiac Vocational Career Development Program. Interim Report. Michigan: Pontiac City School District, June, 1971. (ED 058 413)

During the 1970-71 school year, this project sought to provide elementary and secondary students with a broad occupational orientation, work experience, specific training in job entry skills, intensive occupational guidance and counseling, and initial job placement. A complete description of the project including an evaluation and sample work units is contained in this document.

Selland, Larry, et. al. Guideline of Career Development Activities. A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work. Bismarck, North Dakota: Bismarck Public School District 1; North Dakota State Board for Vocational Education, September, 1971. (ED 058 [illegible])

These mimeographed guidelines are representative samples of the complete North Dakota K-12 Career Development Guidelines, presently being further developed and field-tested by teachers and project staff for completion by Fall 1972. Appended materials are suggested resource materials, guidelines for field trips, and guidelines for resource people.

Sherman, Vivian F. Guidance Curriculum for Increased Self-Understanding and Motivation for Career Planning. Planning and Development of Research Programs in Selected Areas of Vocational Education, Volume III. Palo Alto, California: American Institute for Research in Behavioral Sciences, 1966. (ED 010 625)

The methodology used in developing experimental curriculum materials (ED 010 626) for an innovative guidance program in career planning was presented. Research data gathered during a questionnaire survey of student attitudes and information relevant to career planning were used for the curriculum content. Although the curriculum was developed for junior high school guidance sessions, a preliminary tryout indicated that it could be readily adapted for use with upper elementary and senior high school students as well.

Sherman, Vivian F. Guidance Curriculum for Increased Self-Understanding and Motivation for Career Planning. Planning and Development of Research Programs in Selected Areas of Vocational Education, Volume III, Appendix. Palo Alto, California: American Institute for Research in Behavioral Sciences, 1966. (ED 010 626)

Experimental materials that were developed for the vocational guidance of junior high school students were presented in this appendix to ED 010 625. These materials were planned to enable students to thoroughly and systematically explore their own self-perceptions, attitudes, personal values, achievement, abilities, and diverse career possibilities. Although developed for use with junior high school students, the author suggested the materials were also suitable for use by students in the upper elementary grades or at the senior high school level. Included with the materials were teaching guidelines and evaluation sheets for a recommended follow-up evaluation of the empirical effects of the curriculum materials.

Sherman, Vivian S. Trial and Testing of an Experimental Guidance Curriculum. Final Report. Palo Alto: American Institute for Research in Behavioral Sciences, 1967. (ED 020 554)

Innovative vocational guidance curriculum materials were designed to increase self-understanding and motivation relative to career exploration and planning. The research data was used as curriculum content, focusing upon the self as a crucial variable in career motivation. Though some statistically significant results emerged as evidence that the curriculum experience did have some desired effects, certain limitations lead to the conclusion that, in effect, the materials in their present form have not been adequately tested.

Sloan, Nancy. Orientation Approaches to Increase Student Awareness of Occupational Options. Ann Arbor: ERIC Clearinghouse on Counseling and Personnel Services, 1969. (ED 033 255)

This annotated bibliography includes research and innovative programs on vocational orientation. The emphasis is upon increasing student awareness of career possibilities at all grade levels through effective exploratory programs. Suggestions for program development are included.

South Carolina Region 5 Educational Services Center. Demonstration Programs of Vocational Education in South Carolina Region V, Interim Report and Attachments A-E. Lancaster: South Carolina Region 5 Educational Services Center, June, 1971. (ED 058 408)

Developed as a multi-county effort, this project sought to design model career education programs, involving: (1) elementary orientation, (2) work experience, (3) intensive teaching, (4) curriculum development for underachievers, and (5) placement and followup. The six documents comprising this interim report provide an overview and evaluation of the project, the vocational interdisciplinary program (VIP) for each of the four participating schools, and a teaching guide to the elementary career education program. The four VIP teaching guides outline instructional units and include teaching techniques for the laboratory experience, science, mathematics, and communications.

Swanson, Gordon I. Career Education. Columbus: Ohio State University, The Center for Vocational and Technical Education, September, 1971. (ED 064 480)

In the school-based model, career education needs to be integrated into the entire school curriculum rather than to be a separate course. Characteristics of schools with exemplary school-based programs, assumptions which mitigate the influence of career education, problems for implementation, and developmental needs are discussed.

Taylor, John E., et. al. An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model. Alexandria, Virginia: Human Resources Research Organization, 1972. (ED 061 427)

The design of a proposed occupational clustering system for the Comprehensive Career Education Model (CCEM) was to meet three general criteria: (1) encompass most existing jobs, (2) translate into an entire K-12 curriculum, and (3) show clear advantages over

other systems. However, upon examination of existing clustering systems for relevance and possible adaptation, no one system met all the criteria. Therefore, a new clustering system was devised by synthesizing useful features of existing systems. The proposed clustering system was planned to fulfill three instructional functions: (1) inform students about the world of work, (2) assist students in choosing a suitable career, and (3) provide models to shape instructional objectives and learning experiences.

Taylor, Robert E. Perspectives on Career Education. Corvallis: Oregon Association of School Administrators, 1972. (ED 064 479)
The primary motive for developing career education is the large number of students graduating or leaving schools who are unable or ill-equipped to enter the labor force. Currently, there are four alternative ways of delivering or facilitating career education goals, including school-based, employer-based, home-based, and residential-based models.

Tuckman, Bruce W. An Age-Graded Model for Career Development Education. Trenton: New Jersey State Dept. of Education, Occupational Research and Development Branch. (ED 060 180)
This paper presents a career developmental model covering the ages of 5 to 18.

"USOE's Four Models: In Search of Career Education Complete." Nation's Schools, December, 1971. (EJ 050/159)

Van Koughnett, B. C. and T. B. Justiz. "Pontiac: Career Education Community." American Vocational Journal. Vol. 47, No. 3, 1972, pp. 37-38. (EJ 056 571)
This article discusses why Pontiac was chosen to develop one of six USOE career education models and what the experience has meant to the school district and community.

Winters, Earl E. Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students. Interim Report. Council Bluffs, Iowa: Pottawattamie County Board of Education, 1971. (VT 014 425)
An occupational orientation, exploration, counseling, and job training project for elementary and secondary students was established.

Worthington, Robert M. Development of Model Career Education Programs Under Part C and Part D of the Vocational Education Amendments of 1968. Washington, D.C.: Presentation at the Commissioner's Conference for Chief State School Officers, June 15, 1972. (ED 065 712)
Every student in the Watertown, South Dakota School District is involved in a comprehensive career education program which was locally designed and implemented with technical and financial assistance from State and Federal sources. The program is designed to help students become aware of and prepared for the world of work.

Wyoming State Department of Education. A Comprehensive Occupational Education Program. Cheyenne: Wyoming State Department of Education, 1970. (VT 010 637)

The State of Wyoming developed a Comprehensive Occupational Education Program (COEP) which emphasized the development of attitudes toward the world of work without changing the existing curriculum. COEP was developed for kindergarten through high school and post-high school training. This report contains sample curriculum suggestions for the various grades and gives examples of occupations found in the various occupational clusters.

Young, William G. An Exemplary Program for Occupational Preparation. Interim Report. Louisiana: New Orleans Public Schools, July, 1971. (ED 059 362)

All levels of community education were included in this occupational preparation program.

POSTSECONDARY LEVEL

Barlow, Melvin L., and Young Park. The Case for Vocational Education in the Junior College with an Introductory Review of Recent Research. Washington, D.C.: American Association of Junior Colleges; California University, Los Angeles. (ED 057 785)

This issue on the general planning of vocational-technical education emphasizes that education for employment should be the main purpose of the educational enterprise, and that junior colleges should occupy a dominant position in this preparation. Career education is a national goal with high priority but it can not be achieved unless junior colleges offer more options and seek greater inter-cooperation.

Bottoms, James E. and Frederick L. Otte. Developing a Program of Student Personnel Services for Area Vocational-Technical Schools, Final Report. Volumes I and II. Atlanta: Georgia State Department of Education, Division of Vocational Education. (ED 027 435)

This report presents the results of a developmental project which was conducted during 1966 and 1967 to plan and implement a program of student personnel services in Georgia's 25 post-secondary vocational schools. In this report, student personnel services were defined as those services which aid the student to: (1) perceive realistically his own potentialities, values, and interests, (2) understand those educational and occupational opportunities available to him after program completion, (3) organize his information to a plan of action, and (4) implement the decisions made.

Boyer, Ernest, et. al. Emerging Students. . .and the New Career Thrust in Higher Education. Iowa City, Iowa: American College Testing Program. (ED 065 056)

This document comprises papers presented at a conference of the ACT on the new career thrust in higher education.

Bureau of Adult, Vocational, and Technical Education. Perspectives of Adult Education in the United States and a Projection for the Future. Washington, D.C.: Department of Health, Education, and Welfare/Office of Education. (ED 065 734)

This report provides an assessment of adult education--its history, success, relationship to the economy, and innovative trends.

"College and University Business Interviews Sidney P. Marland, Jr." College and University Business. Vol. 51, No. 6, pp. 45-46, December, 1971. (EJ 048 579)

Daugherty, Ronald, et. al. Proceedings of the National Seminar for State Directors of Community-Junior Colleges (January 10-11, 1972). Final Report. (ED 065 733)

This 3-day seminar, sponsored by the American Association of Junior Colleges, was specifically designed to acquaint state leaders with those trends in occupational education having direct and indirect implications for the postsecondary level and to provide a forum for identification and discussion of problems.

Diffie, Granville P. and Harriete Y. Dodson. Florida Junior College Adopts the Hard Sell. American Vocational Journal. Vol. 47, No. 1, pp. 27-30, January, 1972. (EJ 050 243)

Frosch, Robert A. University Curricula in the Marine Sciences. Washington, D.C.: Interagency Committee on Oceanography, 1967. (ED 016 627)
Reported is a compilation of marine science courses offered at American colleges and universities. The information is provided to assist students planning a career in marine research and development. Information is also provided on the typical requirements for undergraduate preparation leading to graduate study in the marine sciences and on financial assistance programs available to students in the marine sciences. This document is also available from Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Griffith, William S. "Adult Education Perspectives on Career Education in the Public Schools." New Campus. Vol. 25, pp. 6-10, Spring 1972. (EJ 057 347)

Hall, Samuel M., Jr., et. al. Developing Career Counseling Services at a Predominately Black College: Implications for More Effective Programs for Black Students at "White" Colleges or Universities. St. Louis: American College Personnel Association, 1970. (ED 041 317)
The document presents a brief historical background leading to the development of career counseling services at Delaware State College. It includes the philosophy of career planning at the college which encourages the black student to investigate career opportunities during his freshman year so that four years of career exploration leads to meaningful job placement.

"Marland's Philosophy of 'Preventive Medicine': Will It Work?" College and University Business. Vol. 51, No. 6, pp. 42-44, December, 1971. (EJ 048 578)

McBee, Mary Louise. "A Career Development Program for Select Freshmen: A Pilot Project." Journal of the National Association of Women Deans and Counselors. Vol. 33, No. 3, pp. 131-133, Spring 1970. (EJ 021 119)
Program objectives were to give undecided students chance for self-exploration as well as familiarization with academic program and vocational possibilities.

McClellan, Stephen D., et. al. "Project: Educational Encounter." Journal of College Placement. Vol. 30, No. 1, pp. 45-46, October-November, 1969. (EJ 010 341)
Active participation in counseling-experiment at Tulane enabled new students to gain self-confidence and insights through a pre-orientation program which aided them in obtaining reliable data appropriate to choices for academic majors and career selection.

Millard, Richard M. The Role, Responsibility, and Function of the Community Colleges in Occupational Education. June, 1972. (ED 063 936)
This speech was presented to the Community College Seminar, Fitchburg, Massachusetts, June 5, 1972. This speech emphasizes the thesis that the major function of education should be to prepare students for a vocation. Also examined are the limits of comprehensiveness and the elimination of time-defined educational concepts.

National Advisory Council on Adult Education. Career Renewal for Adults through Education; A Position Paper from the National Advisory Council on Adult Education. Washington, D.C., May, 1972. (ED 064 590)
This position paper raises concerns, states positions, and makes recommendations about the way in which adult education and career education relate and coexist.

National Ports Council, London (England). Training Schemes for the Port Transport Industry. 1972. (ED 060 410)
Most of the courses described in this booklet are intended to give an appreciation of modern management techniques and thinking in a port context. Their main value lies in providing the knowledge a manager needs to do his job effectively and to prepare himself for future jobs. The courses are: (1) Management, (2) Work Study, (3) Supervisory Management, and (4) Directed Private Study.

Royston, Wade, Jr. "Forsyth County Vocational High--An Investment in Youth." American Vocational Journal. Vol. 45, No. 7, pp. 58-61, October, 1970. (EJ 026 755)
Describes an area vocational school which has two programs--one in career exploration and one designed to keep potential dropouts in school.

Sovilla, E. Sam. "A Plan for Career Planning." Journal of College Placement. Vol. 31, No. 1, pp. 50-58, October-November, 1970. (EJ 026 562)
This article describes a seven step program for effective career planning, together with practical considerations, philosophy, and concepts that ideally merge both counseling and placement.

"Tooling Up the System from Kindergarten through Community College." Nation's Schools. Vol. 88, No. 6, pp. 36-38, December, 1971. (EJ 050 157)
Preparing students for occupations of the seventies requires that all levels of education, government, and industry first learn to work together.

"Where the Action Is." College and University Business. Vol. 51, No. 6, pp. 46-49, December, 1971. (EJ 048 580)
Case studies of Triton Junior College, Miami-Dade Junior College, and Rochester Institute of Technology show that career education works.

Worthington, Robert M. The Implications of Career Education for Adult Education in the United States. Presentation at the UNESCO International Conference on Adult Education (3rd, Tokyo, Japan, July 25-August 7, 1972). (ED 065 733)

Career education is based on the idea that all educational experiences, curriculum, instruction, and counseling should be geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work. For adults it is a way to re-enter formal or informal educational programs at any time to upgrade skills or to enter a new career field.

BACKGROUND REFERENCES

American Vocational Association, Washington, D.C. Report of AVA Task Force on Career Education. (ED 065 730)

The American Vocational Education (AVA) Task Force on Career Education met to formulate a recommended position for AVA on career education. Papers were presented, and six study groups made recommendations regarding the position that AVA should take on concepts and issues. Study group recommendations covered leadership, financing, the role of vocational education, and the role of AVA in communications.

American Vocational Journal. "Task Force Report on Career Education." Vol. 47, No. 1, pp. 12-14, January, 1972. (EJ 050 242)

Anderson, Ruth I. "Nomenclature of the '70's." Journal of Business Education. Vol. 47, No. 7, pp. 274-275, April, 1972. (EJ 055 787)

Bennett, James G., Jr. "Developing Positive Perceptions About the World of Work." Business Education World. Vol. 52, No. 1, pp. 13-31, September-October, 1971. (EJ 049 398)

This article suggests a program of vocational education as early as the primary grades with an accurate orientation to the worth of all work and expanding with a gradual, long-haul exposure to occupations.

Bottoms, Gene. "State Level Management for Career Education." American Vocational Journal. Vol. 47, No. 3, pp. 89-92, March, 1972. (EJ 055 448)

Budke, Wesley E. and Joel H. Magisos. Answers to Questions on Vocational Education; Cooperative Education, Cost-Effectiveness, Curriculum Development; Occupational Exploration, Placement and Follow-Up, and Programs for Rural Areas. Columbus, Ohio: Center for Vocational and Technical Education. (ED 057 233)

This short booklet contains questions and answers concerning several aspects of vocational-technical education, including characteristics of a career oriented school curriculum. The publications from which the answers were drawn review and synthesize research in the field. Information about them and how to order them is included.

Coster, John K., et. al. A Holistic Approach to Evaluating Occupational Education with Implications for Accreditation. Raleigh: North Carolina State University, Center for Occupational Education, June 11, 1970. (VT 014 082)

In order to translate national goals relative to occupational education into reality, a model for education for occupational proficiency was developed. The model considers the totality of preparation for employment within the school system and is based on the assumption that all curricular experiences are or should be relative to preparation for gainful employment. In addition to the proficiency model, a general educational system evaluation model was developed and provides the conceptual framework for the evaluation and upgrading of an educational system.

Coster, John K., et. al. A Model for Education for Occupational Proficiency. Raleigh: North Carolina State University, Center for Occupational Education, 1969. (ED 055 224)

This paper delineates the problems confronting professional personnel in occupational education in attaining the national goal as expressed by Congress which is to provide optimum employment for each individual who is able to work.

Cross, Aleene. "AVA Role in Career Education." American Vocational Journal. Vol. 47. No. 3, pp. 24-26, March, 1972. (EJ 055 779)

Dobrovolny, Jerry S. "Let's Get On With Career Education." Technical Education. pp. 74-75, April, 1972. (EJ 055 789)

Drier, Harry N., Jr. "Career Development Activities Permeate Wisconsin Curriculum." American Vocational Journal. Vol. 47, No. 3, pp. 39-41, March, 1972. (EJ 055 662)

Duncan, J. Alan. "The Importance of Vocational Influence at the Local Level." American Vocational Journal. Vol. 46, No. 8, pp. 35-36, November, 1971. (EJ 047 027)

Engelhardt, David F. Potential for Occupational Education or Career Development Programs in Two School Systems. Purdy Station, New York: Engelhardt and Engelhardt, Inc., November, 1971. (ED 063 486)

This document contains excerpts from two larger studies illustrating how two communities have approached problems of bias and neglect in the occupational education area. The first series of excerpts come from a curriculum study conducted in an affluent suburb where a high motivation for college preparatory work exists but not for occupational programs. The second series of excerpts come from an appendix of a school consolidation survey conducted in rural areas where transition from traditional vocational agricultural programs to more "modern" courses was being contemplated. Results relating to the need for vocational education, philosophy, educational facilities, recommended courses, and implementation strategies are discussed.

Geppert, William J., Jr., and John F. Reiher. Career Science and Mathematics Education Workshop with Computer Implications. Final Report. Dover: Delaware State Dept. of Public Instruction, December, 1971. (VT 014 807)

Since education must be adaptable to a broad spectrum of pupils, school situations, and communities, science must be taught in ways which are relevant to all children. This workshop, attended by 38 science and mathematics teachers, was designed to develop a set of overall objectives for science and mathematics education to serve as the basis for career education using the computer as the vehicle.

Hoyt, Kenneth B. "Career Education and Career Choice." American Vocational Journal. Vol. 47, No. 3, pp. 84-88, March, 1972. (EJ 055 782)

Illinois State Board of Vocational Education and Rehabilitation, Vocational and Technical Education Division, Springfield. Workshop Handbook: Writing Measurable Objectives for Career Education. (ED 064 502)

Designed for use in a 2-day workshop, this handbook explains the advantages of using measurable objectives in career education and includes techniques for writing the objectives. Included in the appendices are techniques for job competency identification and procedures for objectives writing. Assistance in designing and conducting such a workshop is available from the authors or the Division of Vocational and Technical Education, Illinois.

Laine, Oliver H. "Caveat Emptor (Let the Buyer Beware) Is Not Enough." Education. Vol. 92, No. 4, pp. 26-27, April-May, 1972. (EJ 058 682)

Lincoln County Board of Education, Dept. of Vocational Education, Hamlin, West Virginia. Teacher's Unit Evaluation of Career Education Units. Exemplary Program of Awareness and Career Development. (VT 014 590)

As a means of maximizing teacher involvement in the career education and occupational awareness program, a county career development staff prepared this series of questions to be answered by teachers as an indepth appraisal of the effectiveness of the teaching units they use in their classrooms.

Lovell, Malcolm R., Jr. "Let's Cure Job Unreadiness." Manpower. Vol. 4, No. 2, pp. 26-28, February, 1972. (EJ 050 248)

Maley, Donald. Relationship of Industrial Arts to Occupational Orientation. College Park: Maryland University, Dept. of Industrial Education, December 3, 1971. (ED 064 470)

Occupational orientation, one of several titles used for a movement that is affecting all levels of public education, is an area where industrial arts can play a significant role. Industrial arts can make a significant contribution by helping the individual to: (1) understand himself, (2) develop societal awareness, and (3) develop fundamental skills. Each of these areas deals with the general educational development of people with no specific identification of fixed manipulative skills, jobs, or occupations, and are in essence broad areas of competence vital to effective occupational orientation.

Marland, Sidney P. "Career Education - A New Priority." Science. Vol. 176, No. 4035, pp. 585, May, 1972. (EJ 057 336)

Marland, Sidney P. "Career Education: Every Student Headed for a Goal." American Vocational Journal. Vol. 47, No. 3, pp. 34-36, 62, March, 1972. (EJ 055 780)

Marland elaborates on the U. S. Office of Education plan for Career Education, reports on steps already taken, and generally assesses progress.

Marland, Sidney P. "Educating for the Real World." Business Education Forum. Vol. 26, No. 2, pp. 3-5, November, 1971. (EJ 047 136)

Marland, Sidney P. "The Endless Renaissance." American Education. Vol. 8, No. 3, pp. 4-9, April, 1972. (EJ 057 225)

Marland, Sidney P. A Year Ago This Week. Washington, D.C.: Department of Health, Education, and Welfare; Office of the Commissioner of Education, December 15, 1971. (ED 059 770)
The implications for American education today in reforms initiated at the Federal level in finance, research, curriculum, accountability, and administration were discussed by the U. S. Commissioner of Education.

Marlow, Claudia C. and Richard S. Marlow. "Career Study: A Key to the Future." Business Education Forum. Vol. 26, No. 6, pp. 58-60, March, 1972. (EJ 054 201)
Because general business is for all students regardless of major and ability level, it is an appropriate place to include the study of planning and preparing for work.

Maryland State Dept. of Education, Baltimore. Career Education: A Handbook for Implementation. February, 1972. (ED 062 521)
Developed by educators with the help of an advisory group, this handbook was prepared for use with a film and slide presentation at a series of national conferences designed to familiarize decision-makers with the nature and advantages of career education.

Matthews, Howard A. Career Opportunities for Associate Professional Manpower. Paris, France: Organization for Economic Cooperation and Development, Directorate for Scientific Affairs, October, 1971. (ED 057 253)
The demand for the associate professional is creating new jobs, providing services, and making greater use of manpower. The formal education system needs to be changed to meet the needs of people who for livelihood and for personal growth and fulfillment must engage in a lifetime of learning. The concept of education should be changed to include society as an education system.

McLeod, Pat. "Career Education." Man/Society/Technology - A Journal of Industrial Arts Education. Vol. 31, No. 7, pp. 214-217, April, 1972. (EJ 058 812)
The roles of the teacher, the parent, and the students and the implications of career education for course content are discussed.

National Advisory Council on Adult Education, Washington, D.C. Adult Education. Annual Report, National Advisory Council on Adult Education. March, 1972. (ED 060 435)
Recommendations of the President's National Advisory Council on Adult Education are the subject of this first annual report. The activities of the Council during its first year are listed.

New York University, Graduate School of Social Work, New York. A Comprehensive Research Guide to Aid the Development of New Careers Programs in Human Service. Volumes I-IV. (ED 063 506)
This 4-volume research guide to New Careers programs, which was derived from personal interviews with approximately 100 respondents

in individual group sessions, is intended to serve a variety of uses, such as: (1) to encourage program planners and operators to utilize research as a means of contributing to problem solving, and (2) to stimulate and assist those researching various aspects of New Careers programs.

Office of Education (DHEW), Division of Vocational and Technical Education, Washington, D.C. Abstracts of Research and Development Projects in Career Education, June, 1972. (ED 063 520)

A booklet to provide overall background information on research and development projects in career education as well as an abstract of the activities being undertaken in each individual project is presented. Each of the 50 states, the District of Columbia, and the various territories of the United States are represented.

Office of Education (DHEW), Washington, D.C.; Ohio State University, Center for Vocational and Technical Education, Columbus. Combined Resource Papers from the National Conferences on Career Education--For Deans of Colleges of Education (Columbus, Ohio, 24-26, 1972) and For Professors of Educational Administration (Columbus, Ohio, May 7-9, 1972). 1972. (ED 064 498).

This publication contains papers presented during two 3-day conferences for 71 deans of Colleges of Education and 134 professors of educational administration, both of which focused on orienting selected educational leadership personnel to the implications of preparing educational personnel with a career education program focus.

Olson, LeVene A. Career Exploration: Instructional Materials, Evaluative Results and Innovative Programs. West Virginia: Marshall University, Dept. of Vocational-Technical Education. (ED 064 511)

Recognizing the need to evaluate traditional methods of providing career information, this report reviews: (1) career exploration instructional materials, (2) research on career exploration programs, and (3) other innovative career exploration programs. Materials reviewed include simulation kits, handbooks, films, resource guides, information on decision-making experiences, gaming, the cluster concept, and mobile units.

Oregon State Board of Education, Salem. 1970 Summer Institute of Career Education (Salem, Oregon, June 8-12, 1970). June, 1970. (VT 014 712)

Twenty-five participants, meeting with numerous consultants, explored ways to make the high school curriculum relevant to the needs of students. An evaluation of the conference and a directory of schools working with clusters are included.

Peterson, Marla, et. al. The Occupac Project (A Project to Develop Occupational Information Learning Activity Packages for Grades K-9). Final Report. Charleston: Eastern Illinois University, Center for Educational Studies, June, 1971. (ED 055 225)

During phase I of a two-phase project, 15 Occupacs (learning activity packages) were developed, pilot tested in a university laboratory school, field tested in four public school systems, revised, and submitted to professionals for final review.

Intended to provide occupational information to children in grades K-9 at different levels of difficulty, each Occupac contains multi-media materials in the form of slides, tapes, equipment, and materials used in different occupations, decision-making simulation activities, and other props. Tape scripts for each of the 15 Occupacs are appended.

Shoemaker, Byrl R. "Career Education: A Chance for Change." American Vocational Journal. Vol. 47, No. 3, pp. 27-28, 30-31, March, 1972. (EJ 055 661)

Stamps, B. J. "Career Education--Big D Style." American Vocational Journal. Vol. 47, No. 3, pp. 42-44, March, 1972. (EJ 056 572)

Swanson, Gordon I. "Career Education: Barriers to Implementation." American Vocational Journal. Vol. 47, No. 3, pp. 81-82, March, 1972. (EJ 055 781)

Thal-Larsen, Margaret. Occupations: Values and Survival. Berkeley: California University, Dept. of Industrial Engineering and Operations Research, May 8, 1971. (ED 063 541)

In a speech presented before the 1971 Annual Spring Conference of the NCVGA, the speaker addressed herself to a discussion of some of the major findings of the Bay Area Labor Market Project, begun in 1966 at the University of California in Berkeley, and intended to explore the functioning of a large metropolitan labor market, the relationship between various participants and the interactions between various labor market practices and policies.

Wray, Ralph D. "A Package Approach to Desired Outcomes in Career Education." Journal of Business Education. Vol. 47, No. 4, pp. 153-154, January, 1972. (EJ 050 252)

This article reports on a workshop that provided teachers with an opportunity to develop a career education learning activity package.